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AN ANALYSIS OF STUDENTS' ABILITY USING PERSONAL PRONOUNS IN WRITING DESCRIPTIVE TEXT AT SMK PGRI PEKANBARU

A Thesis

Submitted in Partial Fullfillmen of the Requirements
for Undergraduate Degree of English Education
(S.Pd.)



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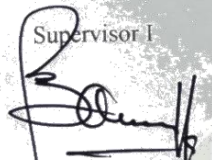
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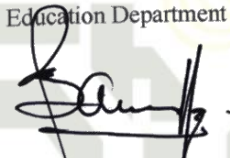
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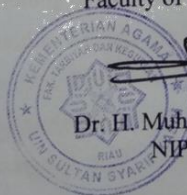
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This thesis is written and intended to submit in partial of requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training of State University of Sultan Syarif Kasim Riau. Then, the researcher says be upon to Prophet Muhammad SAW, his family, his companion and his followers.

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The writer ,

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ABSTRACT

Gina Eka Putri (2019): An Analysis of Students' Ability Using Personal Pronoun in Writing Descriptive Text at SMK PGRI Pekanbaru.

The purpose of this research is to determine the students' ability using personal pronoun in writing descriptive text at SMK PGRI Pekanbaru. There were 34 students as samples by using random sampling technique. This research approach was descriptive quantitative method. In collecting the data, the researcher used distributed the test to the respondents to assess the students' ability in understanding the use of personal pronoun which consist of 24 questions. The researcher used SPSS 16.0 Program to analyze the data. The result of this research showed that the students' ability using personal pronoun is less, because the mean score is 65.07.

Key word: *Analysis, Ability, Personal Pronoun*

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ABSTRAK

Gina Eka Putri (2019): Analisis Kemampuan Siswa Menggunakan kata ganti orang dalam menulis teks deskriptif di SMK PGRI Pekanbaru.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa menggunakan kata ganti orang dalam menulis teks deskriptif di SMK PGRI Pekanbaru. Sample dalam penelitian ini terdiri dari 34 siswa yang diperoleh melalui teknik random sampling. Penelitian ini merupakan penelitian deskriptif kuantitatif. Dalam mengumpulkan data, peneliti menyebarkan tes kepada responden untuk menilai kemampuan siswa dalam menggunakan kata ganti orang yang terdiri dari 24 pertanyaan. Peneliti menggunakan program SPSS 16.0 untuk menganalisa data. Hasil dari penelitian ini menunjukkan bahwa kemampuan siswa dalam menggunakan kata ganti orang adalah kurang, karena rata-ratanya adalah 65.07.

Kata kunci: Analisis, Kemampuan, Kata Ganti Orang



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ملخص

جيناً إيكاً بترى (٢٠١٩): دراسة تحليلية عن قدرة التلاميذ على استخدام الضمير في كتابة النص الوصفي بالمدرسة الثانوية المهنية لاتحاد المدرسين الإندونيسيين بكنبارو

إن الهدف من هذا البحث هو لمعرفة قدرة التلاميذ على استخدام الضمير كتابة النص الوصفي بالمدرسة الثانوية المهنية لاتحاد المدرسين الإندونيسيين بكنبارو. وأفراده ٣٤ تلميذاً وتم تعيينهم من خلال العينة العشوائية. وهذا البحث بحث وصفي كمي. وجمع البيانات قامت الباحثة بتوزيع الاستبيان إلى التلاميذ لمعيار قدرتهم على استخدام الضمير وفيه ٢٤ سؤالاً. واستخدمت الباحثة برنامج الحزمة الإحصائية للعلوم الاجتماعية ١٦ لتحليل البيانات. ونتيجة البحث تدل على أن قدرة التلاميذ على استخدام الضمير بمدى ٦٥,٠٧.

الكلمات الأساسية: التحليل، القدرة، الضمير.

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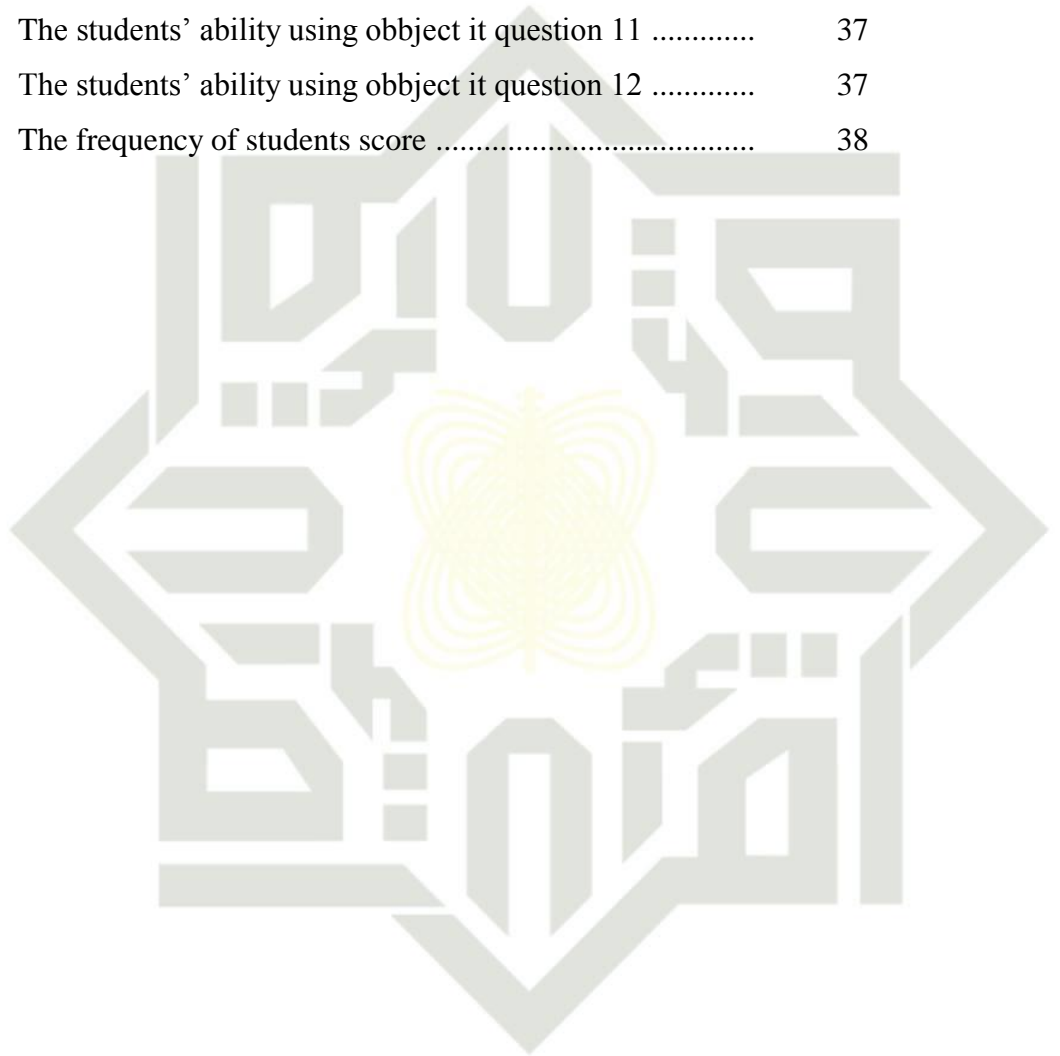
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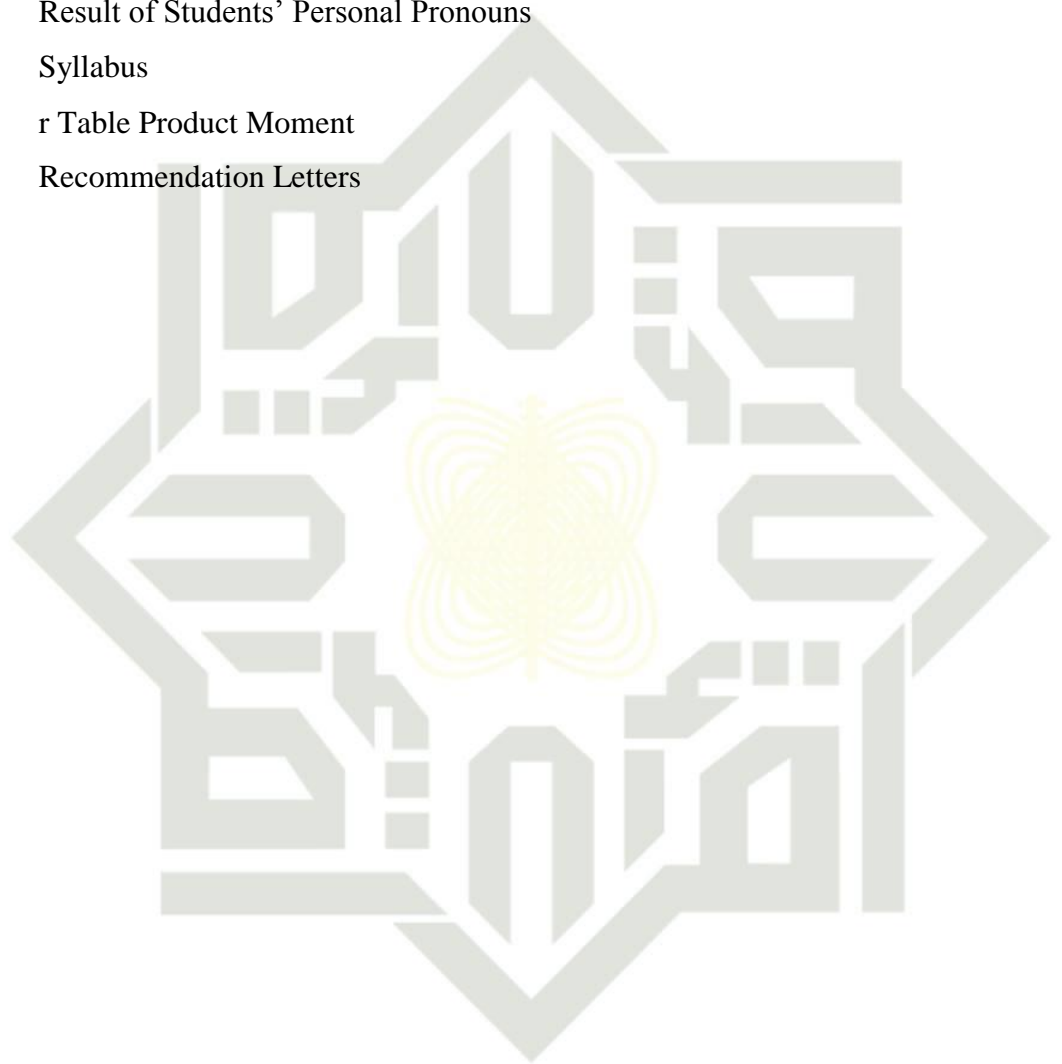
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing plays important role to convey ideas, messages, feeling and others in written form. Huges (1983) says that "Through writing we can express our feeling, our hopes, dreams, and joys as well as our fears, angers, and frustrations". Therefore, when the writer are producing ideas or message, they should determine what to write; they should have something meaningful to convey.

In writing, mastering grammar is very important. It is a basic of language mastery. Without mastering grammar, the writer will get difficulties on how to use it and the readers cannot catch the writers' message well. According to Richard (1999), grammar is description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in language. It means that language ability whether spoken or written can be form evaluated based on grammar used. Even, the use of grammar will influence language meaning. According to Azar (1985), there are eight parts of speech in English grammar namely; noun, pronoun, verb, adverb, adjective, conjunction, preposition and interjection.

In this research, the writer discussed about pronouns especially Personal Pronouns. Personal Pronouns has eight types : Personal pronouns (subject and object pronouns), possessive pronouns, reflexive pronouns,

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demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronouns, and reciprocal pronouns.

Personal pronoun is part of grammar. It is very important in teaching and learning English. Braine and Claire May (1992) state that writing clear sentences requires to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns. In addition, mastering grammar is an important point in language, because grammar explain the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other, Gregg (2017). Mastering grammar is very important in the process of writing their academic writing. Because of that, knowledge in English component, especially grammar is required to be given to students intensively by the teacher.

Grammar is an essential language skill and it is important for learning foreign language. According to Scrivener (2003), grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us. In this case, knowledge about grammar has an effect on the skills especially writing skill, so everyone have to learn grammar first to get a good skill in English. Knowledge about personal pronouns and their functions is included as an important part of grammar. In reading, the student will

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understand the text and know the writer's idea if they have a good ability in grammar and also in reading, speaking, listening and writing.

SMK PGRI Pekanbaru is one of the vocational high school in Pekanbaru that applying School Based Curriculum that the priority of the English subject with the time allocation had been determined.

Based on the writer's preliminary study at SMK PGRI Pekanbaru the writer found that most of students still got difficulties in using personal pronouns in writing descriptive text. They got poor understanding on the English personal pronouns and their functions. Unfortunately in Curriculum 2013 shows that the students must be able to re-arrange the descriptive text by observing social function, text structure and language use that suitable with the context. Its mean that most of students can not reach the indicator of Curriculum 2013.

Generally, the problem was the students cannot use personal pronouns and their function properly. Specifically, the problems are formulated as follows:

- a. Students cannot use personal pronouns functioning as subjects properly
- b. Students cannot use personal pronouns functioning as objects properly

Based on the phenomena described above, thus the writer is interested in investigating the problems about a research and the title: **"An Analysis of Students' Ability Using Personal Pronouns in Writing Descriptive Text at SMK PGRI Pekanbaru"**

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The Problem

1. Identification of the Problem

- a. Some of the students still confused to use personal pronouns functioning as subjects properly.
- b. Some of the students still confused to use personal pronouns functioning as objects properly.

2. Limitation of the Problem

After identifying the problems state above, the writer is necessary to limit and focus the research problem on students' ability in using personal pronouns in writing descriptive text at SMK PGRI Pekanbaru.

3. Formulation of the Problem

Based on the limitations of the problem, the writer formulates the problem of the research on the following research questions.

- a. How is the students' ability in using personal pronouns in writing Descriptive text at SMK PGRI Pekanbaru?

Objective and Significance of the Research

1. Objective of the Research

- a. To determine the students' ability using personal pronouns in writing descriptive text.

2. Significance of the Research

These research activities are significantly carried out for following needs:

- a. Hopefully, this research is able to benefit the researcher as a novice research especially in learning how to conduct the research

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- b. This research findings are expected to be useful and valuable, especially for the students and teachers of English at the eleventh grade of SMK PGRI Pekanbaru to be a further teaching and learning process.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign/second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to the development of theories of language teaching in general.

D. The Reasons of Choosing the Title

There are some reasons why the writer is interested in carrying out this research. The reasons are follows:

1. This topic is very important to be discussed because it can increase students' ability in using personal pronouns in descriptive text.
2. This topic is interesting because it can give us a lot of information about personal pronouns in descriptive text.
3. As far as the writer concerns, the title has not been research by any other students yet.

Definition of the Terms

1. Personal pronoun

Pronouns that are associated primarily with a particular grammatical person – first person (as I), second person (as you), or third.

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2. Descriptive text

Linda Gerot and Peter wignell (1995) states descriptive text is a kind of the text with purpose to give infomation. The context of this kind of the text is description of particular thing, animal, person, or others.

3. Ability

Based on Hornby (1995 as cites in Nuryana, 2009) states ability is the mental of physical capabilty, power or skil required to do something. In other words, ability is the capabilty of someone to understand and do somthing.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

Theoretical Frameworks

1. Ability

According to Hornby (1991) ability is capability or power to do something physically or mentally. In addition, Webster (2004) states that ability means power of performance act physically or mentally. While in heritage illustrated dictionary of English language ability means the full command of some subject of study.

Based on the statement above, the writer concludes that ability is the power of understanding matter that involves the mental or physic. It refers to the result of the students after they get some experiences through learning. Besides ability in the final acquisition of something is the process of learning that involves physic or mental.

The ability to understand English means that the students are able to understand the grammar knowledge that they accept from their English teacher. Students can understand and use personal pronoun as subject and object in single sentence, so the students should pay attention to learn English grammar.

2. Theory of Pronoun

According to Ebbits (1978) grammar may also refers to the capacity of mind. The ability of every normal human being possesses to speak and understand sentences. Thus, we all have grammar in overheads.

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Every human being understands indefinite number of new sentences he has never heard before.

The study of grammar is the study of arrangements of word into more or less meaningful group. To study needs the way in which word are related to each other, or use the terms introduced earlier to learn how to construct signal system which will make the effective and efficient communication.

Hornby (1991) says that learner who wishes to speak and write English correctly must be concerned with grammatical correctness. It means, grammar is very important role in studying English. In grammar, we should learn about tenses, adverb, preposition, conjunction, verb, adjective, noun, and pronouns. Eckersley (1980) says that pronoun is one of the parts of speech. The pronoun is the word used in a place of noun or noun phrase, such as he, me, them, and hers.

Eckersley (1973) classifies pronoun into the following items:

a. Personal Pronoun

Personal: subject; I, you, we, they, she, he, it.

object: me, you, us, them, her, him, it.

b. Possessive Pronoun

Possessive adjective; my, your, their, our, her, his. possessive: mine, yours, ours, theirs, hers, his.

c. Demonstrative Pronoun

Demonstrative pronoun; this, these, that, those.

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d. Reflexive Pronoun

Reflexive: myself, themselves, herself, himself, ourselves, itself.

e. Interrogative Pronoun

Interrogative pronoun; who, what, when, which, where.

f. Distributive Pronoun

Distributive: each other, one another.

g. Definitive Pronoun

Positive; universal: all, both, each and every. Assertive: some, one, half, several, enough, other and another. Nonassertive: any and either.

Negative: no and neither .

In this study, the writer only focuses on the use of personal pronoun as subject and object in simple sentence.

3. Form of Personal Pronoun

According to Mellie and Panlene (1976) personal pronouns are ones that show their forms, whether they refer to the speaker, those spoken to or those spoken about. Micheal Swan (1983) says, personal pronouns are used when it is necessary to use or repeat more exact noun phrase.

English that is commonly used today has seven personal pronouns, they are:

- a. First- person singular (I)
- b. First-person plural (we)
- c. Second- person singular and plural (you)
- d. Third- person singular human or animate female (she)

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- e. Third- person singular human or animate male (he)
- f. Third- person singular inanimate (it)
- g. Third- person plural (they)

The form of personal pronoun depends on the function of personal pronoun itself. The subject and object personal pronoun can be seen in the following table:

Table II.1
Form of Personal Pronouns

	Singular		Plural	
	Subjective	Objective	Subjective	Objective
First Person	I	Me	We	Us
Second Person	You	You	You	You
Third Person	He	Him	They	Them
	She	Her		
	It	It		

From the table above, it can be explained that speech naturally presupposes two persons, they are: a person who speaks and a person whom is spoken to (Eckersley, 1973) in other words, the word “I” and “we” are pronouns of the first person. “I” is called the first- person singular form, while “we” is called the first person of plural form. “You” is pronoun of second person. Beyond these two persons, person or things that are spoken about are called the third-person plural form; they are “he, she, and it. And “they” is called the third- person singular forms.

Example:

Incorrect: John is my teacher. John is in the classroom

Correct: John is my teacher. He is in the classroom.

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Incorrect: Tia needs a book. She needs a book to read.

Correct : Tia need a book. She needs it to read.

Incorrect: Iwan is my friend. Iwan is in my house.

Correct : Iwan is my friend. He is in my house.

Incorrect: Andi and Rian plays volley ball. Them plays volley ball every afternoon.

Correct : They plays volley ball every afternoon.

Personal pronouns have two forms they are: personal pronoun as subject and personal pronoun as object. Personal pronouns as subject are: I, You, We They, She, He, And It. And personal pronouns as object are: Me, You, Our, Them, Her, His, and It.

4. Subject and Object Form

The forms of personal pronoun are subjective form that is used chiefly as a subject, objective form used as an object. Subjective form cannot be used in place of own objective personal pronoun or objective form in place of subjective, so the form of personal pronoun depends on the function of personal pronouns themselves.

5. The Use of Personal Pronoun as Singular Subject

A personal pronoun can be the subject of a sentence. Subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. A personal pronouns as singular subject are, I, You, He, She, It.

For example:

- a. I am megawati.

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- b. You are student
- c. He is handsome
- d. She is beautiful

6. The Use of Personal Pronoun as Singular Object

Builder (2004) states that the object is the person or thing that the subject does something. Subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The personal pronouns as singular object are me, you, him, her, and it. For example:

- a. Rudy invites me
- b. Do you like her?
- c. Do you like him?

7. The Use of Personal Pronoun as Plural Subject

Jerome Martin (1980) states that a plural noun names more than one. Plural subject is used to replace plural noun subject. Personal pronoun as plural subject is used in subject position. Personal pronouns as plural subject are We, You, and They. For example:

- a. We are cleaver students
- b. They are playing football
- c. You are clever students

8. The Use of Personal Pronoun as Plural Object.

The personal pronoun as plural objective is used if the antecedent is plural as objective, the personal pronoun as plural object is: us, you, and them. For example:

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- a. A person opened the door for you
- b. Mr. Meyer told us the story of his study.
- c. Mother get money from them

Table II.2
The Form of Personal Pronoun as Subject and Object

	Subject Form	Object Form
Singular	I	Me
	You	You
	He	Him
	She	Her
	It	It
Plural	We	Us
	You	You
	They	Them

From the table above we can see personal pronoun that can be a subject or and object of a sentence. An object pronoun comes after a verb or preposition (to, with, or about etc) a pronoun replaces a noun. When you use a pronoun, be sure that the noun is clear to the reader or listener.

Subjective pronoun is the word denoting the person or thing about which something is said. It can be used as:

- a. Subject of verb .e.g.:

- 1) I see it
- 2) I know you
- 3) They live here

- b. Complement of verb

Complement verb is in formal English, the complement takes subject form. e.g.:

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- 1) It is I
- 2) It is they

But in formal speech, such pronouns are more likely to occur in natural tendency of the language that is for object form used with word in object position e.g.:

- a. It's me
- b. It's us

Objective pronouns are ones that refer to those spoken about. Example:

- a. Jeans call me
- b. The teacher sent us a telegram
- c. Andi gave him a birthday present
- d. I have made a promised to meet them in office.

These objective forms function as

- a. Direct object. E.g.
 - 1) I saw her
 - 2) Tom like them
- b. Indirect object. E. g
 - 1) Bill found me a job
 - 2) Ana gave him a book
- c. Object of preposition

Object of preposition is used after preposition such as: to, by, with, before, after, from, about, above, near, between, etc. Example:

- 1) He studied with me

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- 2) She is standing beside you
- 3) They are coming near us

The above sentences illustrate direct objects. Indirect objects also appear in the objective case:

Singular : The dealer sold me a used car.

Plural : The dealer sold my husband and me a used car.

The indirect object names the person to whom or for whom the action is done. An objective pronoun is also used as the object of a preposition: We generally know the correct use by hearing, but a number of situations still make confused.

B. Relevant Research

The first relevant research is a research that was conducted by Dinnie Hijrie Firdausi (2014) entitled “An Analysis on student’s Errors in Using Personal Pronouns“. She took 34 students as the sample of her research. The writer used the descriptive technique. The descriptive technique is analysis which is aimed to describe and analyze the error that is made by the students of SMP Yayasan Miftahul Jannah (YMJ) Ciputat. The writer found the most errors were in this type. There were 278 errors that students made. Mostly they couldn’t distinguish to put subject and object pronoun.

The second relevant research is conducted by Arifah Febri Winarni (2011) a research entitled “ Improving Students’ Ability in Using Personal Pronouns Trough Contextual Teaching Learning “.The number of the students is 46 students. The result is 43% students (21 students) wrote that

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they found some difficulties, such as “some words make me confuse” or “I don’t understand yet about personal pronouns”.

The third relevant research is conducted by Suryani and Hidayatullah (2017) a research entitled “Error Analysis of the Students’ Test Result on Personal Pronouns“. The sample of this research was students at grade X MIPA-1 of SMAN 1 Mesjid Raya. To get the data, the students were given 25 multiple choice questions about Personal Pronouns. Then, the students test paper were analyzed based on types of Personal Pronoun errors. The result of the analysis showed that the percentage error of Personal Pronouns were: Possesive Pronoun 70 (73,68%), Reflexive Pronoun 64 (67,36%), Possesive Adjective 63 (66,31%), Object Pronoun 59 (62,10%) and the least made errors are Subject Pronoun consisted of 40 errors (42,10%). Based on all of the findings above, it was found that the most errors which were made by students at the first grade of SMAN 1 Mesjid Raya, Aceh Besar; is in using Possesive Pronoun.

Fourth, relevant research is conducted by Rina Refflina Nursi (2009) a research entitled “The Students’ Ability in Using Personal Pronouns in Narrative Paragraph at the Second year of SMAN 1 Duri”. In this research, the writer just took 15% of 319 students as sample. It was 48 students. The techniques of data collection are test and interview. Test was used to know the students’ ability in using personal pronouns in narrative paragraph and the data on factors influence the students’ ability in using personal pronouns in narrative paragraph. Based on the analyzed data, the writer can make

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conclude that the students' ability in using personal pronouns in narrative paragraph is in good categories and many factors influence the students' ability in using personal pronouns in narrative paragraph such as interest, motivation, adequate time, facilities and teacher's motivation.

The last relevant research is conducted by Netri Yus Indah (2011) a research entitled "Students Ability in Using Personal Pronoun as Subject and Object in Simple Sentence at Second year students of Muallimin Muhammadiyah Islamic Junior High School Bangkinang Kampar Regency" the writer took 100% of 30 students, namely 30 students as sample. In analyzing the data, the writer used descriptive qualitative technique. In accordance with the writer's investigation, the students' ability in using personal pronouns as subject and object is categorized into fair level 48,73. Therefore, the factors that influence the students' ability in using personal pronoun as subject and object are: students are not interesting in learning English, the students do not follow the material during teaching and learning English process, the students do not practice their grammar every day, the limitation of English grammar books often influences the students in mastering grammar, the students never review the lesson at home.

Operational Concept

Operational concept is to measure the ability of the students in using personal pronouns subject and object in simple sentence at the eleventh grade students of SMK PGRI Pekanbaru, the writer fixed the indicator to become guidance in arranging the test. The indicators of personal pronouns adopted

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Netri Yus Indah (2011) are as follows:

1. Students are able to use personal pronouns as singular subject in writing descriptive text.
2. Students are able use personal pronouns as singular object in writing descriptive text.
3. Students are able to use personal pronouns as plural subject in writing descriptive text.
4. Students are able to use personal pronouns as plural object in writing descriptive text.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive quantitative research. According to Sugiyono (2014) descriptive research is research that describe a phenomenon, events either using quantitative and qualitative data. This research is to describes the students' ability in using personal pronouns in descriptive text.

B. Time and Location of the Research

The location of the research was at SMK PGRI Pekanbaru. This research conducted on July 2019.

C. Subject and Object of the Research

1. The subject of the research was the eleventh grade students of SMK PGRI Pekanbaru.
2. The object of this research was the students' ability in using personal pronouns in writing descriptive text.

D. Population and Sample of the Research

1. Population of the Research

The population of this research was five classes. The total number of population was 34 students.

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Table III.1
The Population of the Eleventh Grade Students of SMK PGRI Pekanbaru

No	Classes	Total
1.	XI Administrasi Perkantoran	60
2.	XI Akutansi	30
3.	XI Usaha Perjalanan Wisata	30
4.	XI Management Bisnis	30
5.	XI Rekayasa Perangkat Lunak	30
6.	XI Teknik Komputer Jaringan	30
Total		210

2. Sample of the Research

To take the sample, the writer use simple random sampling and take 15% in each class. It support by Arikunto (2006) says that if the population less than 100 respondents we can take all of the them but if the population more than 100 respondents we can take 10-15% or 20-25% or more than it. The table of the sample show bellow:

Table III.2
The Sample of the Eleventh Grade Students of SMK PGRI Pekanbaru.

Major	Number of students
AP	$60 \times 15\% = 9$
AK	$30 \times 15\% = 5$
UPW	$30 \times 15\% = 5$
MB	$30 \times 15\% = 5$
RPL	$30 \times 15\% = 5$
TKJ	$30 \times 15\% = 5$
Total	34 students

Technique of Collecting Data

1. Test

This technique is used to collect the data about students ability in using personal pronouns in descriptive text. It is done by giving the

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students one descriptive text and the students should filling the blank in the text.

The test materials of filling the blank. They were Modern English-exercise for non-native speakers-Part 1: parts of speech by Marcella Frank, A Visual Grammar of English-Revised Edition by Lubna Alsagoff, and English Grammar Book-Round Up by Virginia Evans. From these books, I took some of exercises to make exercises of the test. Total of the exercises were 24 number of filling the blank.

Table III.3
Blue Print of the Test

	Subject	Number of item
Subject pronoun	I	1,3
	You	22,24
	We	15,16
	They	18,19
	She	6,7
	He	4,10
	Me	14,23
Object pronoun	Us	13,17
	Them	20,21
	Her	8,9
	Him	2,5
	It	11,12

Validity and Reliability

1. Validity

The test used to the students' ability in understanding the use of personal pronoun should be valid and reliable. According to Hecker (2009) validity has to do with the extent to which the instrument measures it is supposed to measure. Hecker stated that there are four types of validity, they are face validity, content validity, criterion validity and

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construct validity. In this case the researcher used content validity to test the instrument. Content validity is the adequacy with which the instrument samples the domain of measurement.

a. Validity of Personal Pronoun Test

To analyze the validity of personal pronoun test, the writer conducted a try out to 24 items by handing them to 34 students who are not included in the research sample. The researcher used SPSS 16.0 program to analyze the data. The writer compared r observed to r table at the significant level of 5% is **0.338** ($df = N-2 = 32$). The r value of each item should be higher than the r table to be considered as a valid question. The result of the analysis showed that the 24 items were valid, because the r table higher than r observed.

Table III.4
Validity of the Test

Item	R Observed	R Table	Status
Item1	.584	.338	Valid
Item2	.397	.338	Valid
Item3	.501	.338	Valid
Item4	.421	.338	Valid
Item5	.473	.338	Valid
Item6	.373	.338	Valid
Item7	.457	.338	Valid
Item8	.481	.338	Valid
Item9	.414	.338	Valid
Item10	.341	.338	Valid
Item11	.352	.338	Valid
Item12	.401	.338	Valid
Item13	.421	.338	Valid
Item14	.568	.338	Valid
Item15	.467	.338	Valid

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Item16	.473	.338	Valid
Item17	.402	.338	Valid
Item18	.603	.338	Valid
Item19	.469	.338	Valid
Item20	.398	.338	Valid
Item21	.464	.338	Valid
Item22	.406	.338	Valid
Item23	.455	.338	Valid
Item24	.457	.338	Valid

2. Realibility

According to Cresswell (2012) reliability is the instrument scores must be consistent and stable. It means that the scores should be similar or nearly the same when the writer are repeated the instrument at the different times, occasion and person. The writer has given 24 questions for the sample consisting of four indicators: personal pronoun as singular subject, personal pronoun as singular object, personal pronoun as plural subject, personal pronoun as plural object. This research is internal consistency reliability. In line to Cresswell (2012), internal consistency reliability is the instrument administered once and using one version of the instrument. The table below is the categories of reliability test used in determining the level of reliability of the test.

Table III.5
The Level of Acceptable Reliability

No	Reliability	Validity
1.	>0.90	Very High
2.	0.80-0.90	High
3.	0.70-0.79	Reliable
4.	0.60-0.69	Marginally/Minimally
5.	<0.60	Unacceptably low

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a. Reliability of personal pronoun

To obtain the reliability of article test, the researcher used SPSS 16.0 Program to find out whether the test was reliable or not.

Table III.6

Reliability Level of Article Test

Reliability Statistic	
Cronbach's Alpha	N of items
.871	24

From the table above, it can be seen that the value of Cronbach's Alpha is 0.871. The value is higher than the standard Cronbach's Alpha which is 0.34. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

G. Technique of Analyzing Data

For the technique of data analysis, the writer applied a quantitative analysis technique. The writer analyzed the students' scores based on the test. The point for each correct answer was 1 and 0 for each incorrect answer. The procedures of analyzing the data can be seen as follows:

1. To know each of students' score individually, the data was calculated by using the following formula:

$$M = \frac{X}{n}$$

Where:

M = individual score

X = correct answer

n = number of item test (Wayan and Sumartana, 1986)

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2. To find out the mean score of students' ability in understanding the use of personal pronoun the following formula is used:

$$M = \frac{\sum FX}{N}$$

Where:

M = the mean score

FX = the sum of the respondents' score

N = the number of respondents (Heaton, 1975)

Furthermore, the level students' score will be classified into four levels. The classification can be seen in this following table:

Table III. 7
The Classification of the Students' Score

SCORE	CATEGORY
89-100	Very Good
79-89	Good
70-79	Enough
<70	Less

(Source: 2013 Curriculum)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the chapter IV, the writer draws the conclusion as follows:

The mean score of students' ability in understanding personal pronouns in descriptive text is 65.07. It means that the students are not able to use personal pronouns in descriptive text categorized less.

B. Suggestion

Teacher is one of the most important factors in teaching learning. The teacher actually who are the actor behind teaching learning process, therefore researcher would like to suggest as follow:

1. For teacher

- a. The teacher should give more explanation about grammar especially in using personal pronouns and give them example.
- b. Teacher should not only give mark on students' writing but also they have to give feed-back on it. It is in the form of correction toward there writing.
- c. Because there were many mistakes found in students' ability using personal pronouns in writing descriptive text, grammar should be thought implicitly.

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2. For students
 - a. Students should do more practice personal pronouns in descriptive text at home to make their writing better.
 - b. The students are suggested learning error especially misinformation error be intensively and actualized in writing.
3. To the institution of school, optimize the English Club in the school to help the students get better understanding in English, especially in English article.
4. Finally, these research findings are also expected to inspire the other researchers to investigate the students' ability in understanding the use of article on the other skills in order to give meaningful inputs for both practical and theoretical development of TEFL and TESOL in general.

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APPENDIX

UIN SUSKA RIAU

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APPENDIX 1

Instrument of Personal Pronouns

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20/7/19

Amus
8/19

Name :

Class:

Please choose the correct answer in the text below!

I have a beautiful angora cat and 1.(me/I) love 2.(he/him) so much. 3.(I/me) give him name Bobo. 4.(he/him) is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 5.(he/him). Dian is my only one little sister. 6.(she/her) is a beautiful girl. Dian has propotional body. 7.(she/her) is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 8.(she/her).

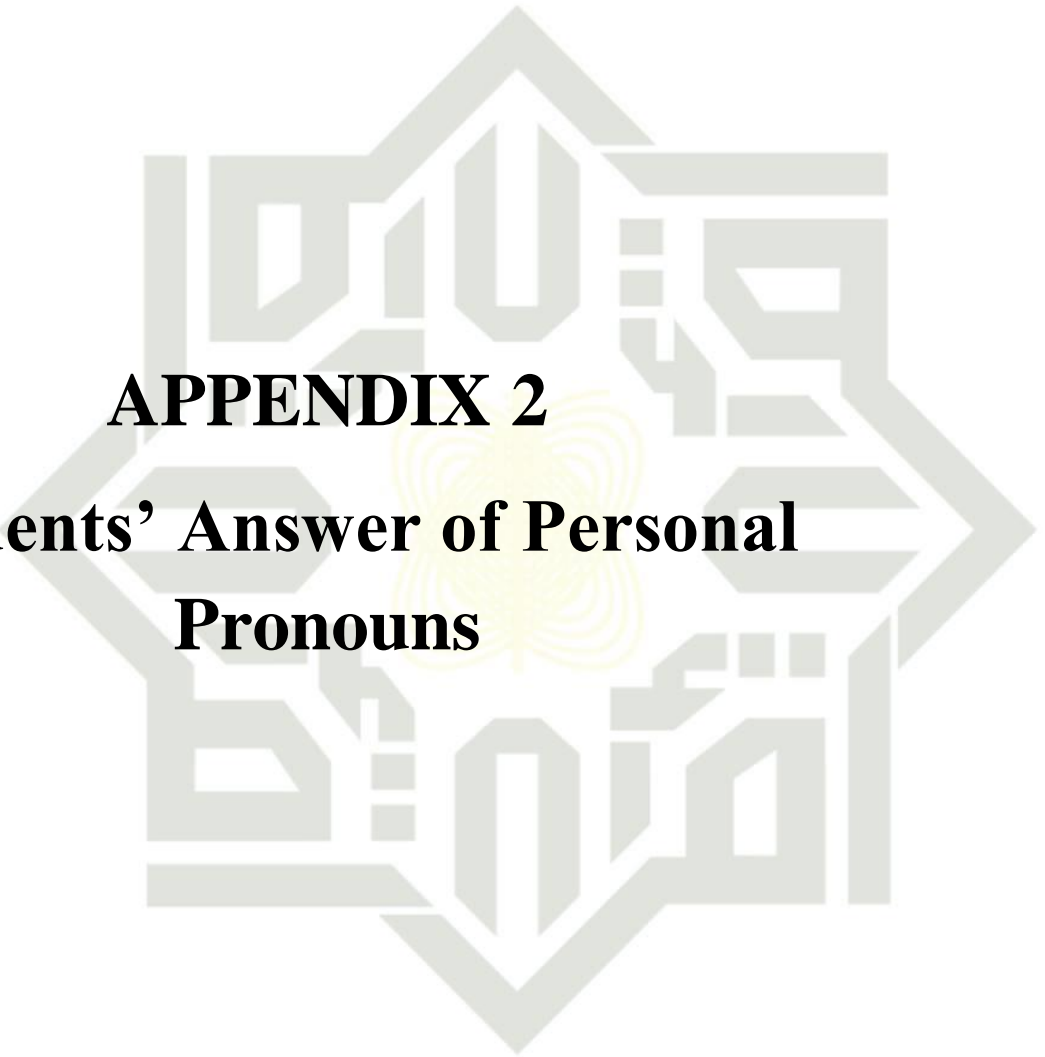
One day, she came with 9.(she/her) boy friend name is Ilham. Ilham is a handsome boy. 10.(he/him) has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 11.(it/its) has one door and inside of 12.(it/its) has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 13.(we/us) instead in his own bed. For 14.(I/me), Bobo is like a baby. Every night 15.(we/us) always spend time to cuddle him before bed. So, 16.(we/us) put the cage in the corner of my bedroom and I hope that Bobo is always with 17.(us/we).

Dian and Ilham also buy some toys for Bobo. 18.(they/them) buy a small ball. The color is blue and it has a small drawing there. It's like fish. 19.(they/them) are happy to see Bobo playing cheerfully with the ball. I am so thankful for 20.(they/them). I ask 21.(they/them) to take care Bobo because I want to go somewhere. "Bobo, I will see 22.(you/yours) again, waiting for 23.(I/me) okay, I will buy 24.(you/yours) a new toy, I love you". Then, I leave them directly.

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APPENDIX 2

Students' Answer of Personal Pronouns

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Name : Dimas Widyadi

Class: XI AP 2

Please choose the correct answer in the text below!

I have a beautiful angora cat and 1. me love 2. him so much. 3. I give him name Bobo. 4. He is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 5. her. Dian is my only one little sister. 6. She is a beautiful girl. Dian has propotional body. 7. She is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 8. she.

One day, she came with 9. a boy friend name is Ilham. Ilham is a handsome boy. 10. He has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 11. It has one door and inside of 12. it has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 13. us instead in his own bed. For 14. me, Bobo is like a baby. Every night 15. we always spend time to cuddle him before bed. So, 16. we put the cage in the corner of my bedroom and I hope that Bobo is always with 17. us.

Dian and Ilham also buy some toys for Bobo. 18. they buy a small ball. The color is blue and it has a small drawing there. It's like fish. 19. they are happy to see Bobo playing cheerfully with the ball. I am so thankful for 20. them. I ask 21. them to take care Bobo because I want to go somewhere. "Bobo, I will see 22. you again, waiting for 23. you okay, I will buy 24. you a new toy, I love you". Then, I leave them directly.

T=22

91,52

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Name: dhea nur Octavia

Class: XI OK

Please choose the correct answer in the text below!

I have a beautiful angora cat and I love 1 him so much. 2 I give him name Bobo. 3 He is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 4 her. Dian is my only one little sister. 5 She is a beautiful girl. Dian has propotional body. 6 She is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 7 her.

One day, she came with 8 her boy friend name is Ilham. Ilham is a handsome boy. 9 He has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 10 It has one door and inside of 11 it has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 12 us instead in his own bed. For 13 us, Bobo is like a baby. Every night 14 we always spend time to cuddle him before bed. So, 15 we put the cage in the corner of my bedroom and I hope that Bobo is always with 16 us.

Dian and Ilham also buy some toys for Bobo. 17 They buy a small ball. The color is blue and it has a small drawing there. It's like fish. 18 They are happy to see Bobo playing cheerfully with the ball. I am so thankful for 19 them. I ask 20 them to take care Bobo because I want to go somewhere. "Bobo, I will see 21 you again, waiting for 22 me okay, I will buy 23 you a new toy, I love you". Then, I leave them directly.

T-22

9152

UIN SUSKA RIAU

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Name: Sriana Xurita

Class: XI MB

Please choose the correct answer in the text below!

I have a beautiful angora cat and 1. (me) love 2. (he) so much. 3. (I) give him name Bobo. 4. (he) is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 5. (she). Dian is my only one little sister. 6. (she) is a beautiful girl. Dian has propotional body. 7. (she) is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 8. (she).

One day, she came with 9. (she) boy friend name is Ilham. Ilham is a handsome boy. 10. (he) has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 11. (its) has one door and inside of 12. (it) has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 13. (we) instead in his own bed. For 14. (us), Bobo is like a baby. Every night 15. (we) always spend time to cuddle him before bed. So, 16. (we) put the cage in the corner of my bedroom and I hope that Bobo is always with 17. (us).

Dian and Ilham also buy some toys for Bobo. 18. (they) buy a small ball. The color is blue and it has a small drawing there. It's like fish. 19. (they) are happy to see Bobo playing cheerfully with the ball. I am so thankful for 20. (the). I ask 21. (me) to take care Bobo because I want to go somewhere. "Bobo, I will see 22. (you) again, waiting for 23. (me) okay, I will buy 24. (you) a new toy, I love you". Then, I leave them directly.

T. 19

19.04

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim R

Name: Anggi Jelita NST

Class: XI AK

Please choose the correct answer in the text below!

I have a beautiful angora cat and 1. (me) love 2. (him) so much. 3. (I) give him name Bobo. 4. (he) is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 5. (her). Dian is my only one little sister. 6. (she) is a beautiful girl. Dian has propotional body. 7. (she) is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 8. (she).

One day, she came with 9. (her) boy friend name is Ilham. Ilham is a handsome boy. 10. (he) has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 11. (it) has one door and inside of 12. (it) has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 13. (us) instead in his own bed. For 14. (me), Bobo is like a baby. Every night 15. (we) always spend time to cuddle him before bed. So, 16. (we) put the cage in the corner of my bedroom and I hope that Bobo is always with 17. (us).

Dian and Ilham also buy some toys for Bobo. 18. (they) buy a small ball. The color is blue and it has a small drawing there. It's like fish. 19. (they) are happy to see Bobo playing cheerfully with the ball. I am so thankful for 20. (them). I ask 21. (them) to take care Bobo because I want to go somewhere. "Bobo, I will see 22. (you) again, waiting for 23. (me) okay, I will buy 24. (you) a new toy, I love you". Then, I leave them directly.

70,72

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim R

Name : Mayori Rasiva

Class: XI RPL

Please choose the correct answer in the text below!

I have a beautiful angora cat and 1. (me) love 2. (he) so much. 3. (she) give him name Bobo. 4. (he) is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 5. (she). Dian is my only one little sister. 6. (she) is a beautiful girl. Dian has propotional body. 7. (she) is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 8. (she).

One day, she came with 9. (she) boy friend name is Ilham. Ilham is a handsome boy. 10. (he) has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 11. (he) has one door and inside of 12. (it) has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 13. (we) instead in his own bed. For 14. (us), Bobo is like a baby. Every night 15. (we) always spend time to cuddle him before bed. So, 16. (we) put the cage in the corner of my bedroom and I hope that Bobo is always with 17. (us).

Dian and Ilham also buy some toys for Bobo. 18. (they) buy a small ball. The color is blue and it has a small drawing there. It's like fish. 19. (they) are happy to see Bobo playing cheerfully with the ball. I am so thankful for 20. (they). I ask 21. (them) to take care Bobo because I want to go somewhere. "Bobo, I will see you 22. (again), waiting for 23. (me) okay, I will buy 24. (you) a new toy, I love you". Then, I leave them directly.

T-15

62,4

UIN SUSKA RIAU

Name: Baharunas

Class: XI RPL

Please choose the correct answer in the text below!

I have a beautiful angora cat and 1. ~~she~~ I love 2. ~~he~~ him so much. 3. ~~she~~ give him name Bobo. 4. ~~he~~ is an adorable cat with thick and grey fur, pug nose and big sparkling eyes. Bobo is often play with my sister Dian, and she feels happy when play with 5. ~~she~~. Dian is my only one little sister. 6. ~~she~~ is a beautiful girl. Dian has propotional body. 7. ~~she~~ is tall. She has brown skin, curly hair and big eyes. The people around me know that I am shorter than 8. ~~she~~.

One day, she came with 9. ~~she~~ her boy friend name is Ilham. Ilham is a handsome boy. 10. ~~he~~ has little eyes and pointed nose. His body is a bit thin and his outfit suit perfectly with him. Ilham buys a cage to Bobo. 11. ~~it~~ has one door and inside of 12. ~~it~~ has feeder. Ilham buys the cage at pet house several days ago. We put Bobo inside of the cage and he looks very happy but he love to sleep with 13. ~~we~~ instead in his own bed. For 14. ~~he~~, Bobo is like a baby. Every night 15. ~~we~~ always spend time to cuddle him before bed. So, 16. ~~we~~ put the cage in the corner of my bedroom and I hope that Bobo is always with 17. ~~us~~ we).

Dian and Ilham also buy some toys for Bobo. 18. ~~they~~ them buy a small ball. The color is blue and it has a small drawing there. It's like fish. 19. ~~the~~ them are happy to see Bobo playing cheerfully with the ball. I am so thankful for 20. ~~them~~. I ask 21. ~~them~~ to take care Bobo because I want to go somewhere. "Bobo, I will see you 22. ~~again~~ again, waiting for 23. ~~me~~ okay, I will buy 24. ~~you~~ yours a new toy, I love you". Then, I leave them directly.

6

24,96

UIN SUSKA RIAU

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APPENDIX 3

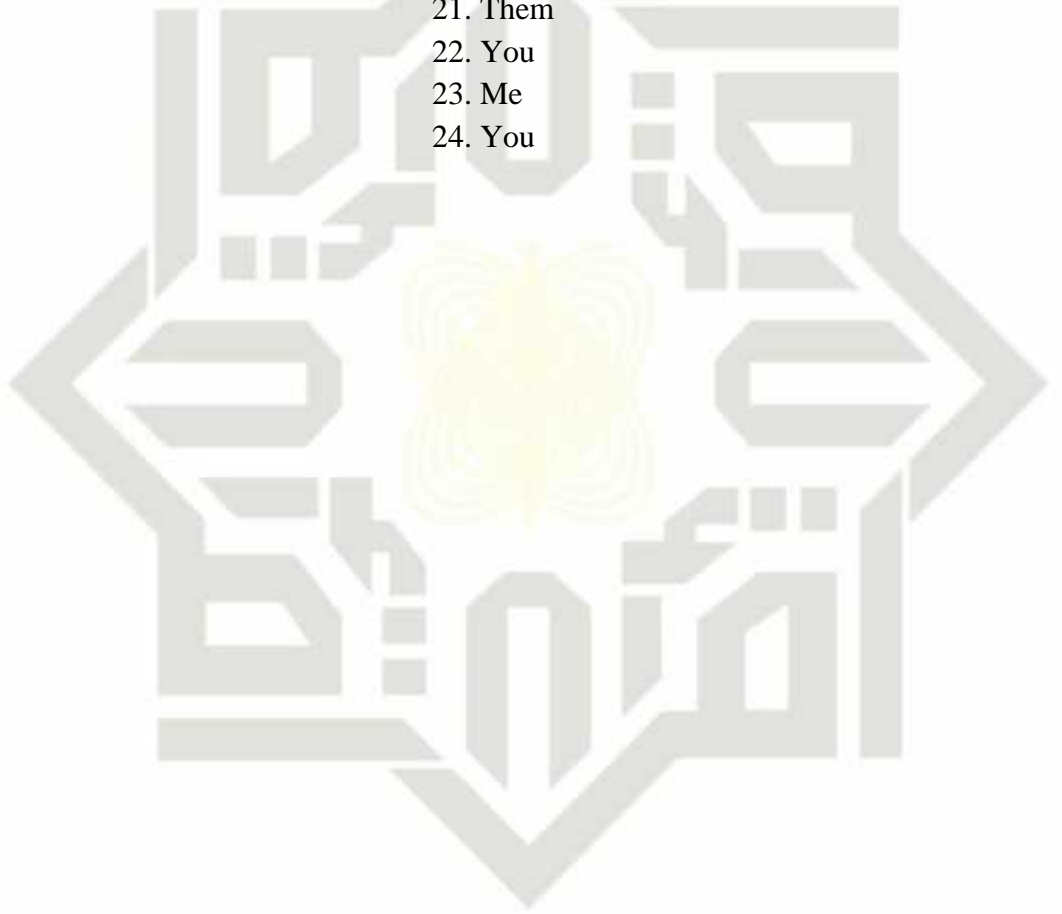
Answer Key of Personal Pronouns

UIN SUSKA RIAU

Answer key

1. I
2. Him
3. I
4. He
5. Him
6. She
7. She
8. Her
9. Her
10. He
11. It
12. It

13. Us
14. Me
15. We
16. We
17. Us
18. They
19. They
20. Them
21. Them
22. You
23. Me
24. You



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 4

Result of Students' Personal Pronouns

UIN SUSKA RIAU

RESPONDEN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Students 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Students 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62.4
Students 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
Students 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	54.08
Students 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	89.2
Students 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
Students 7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	83.2
Students 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	54.08
Students 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Students 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
Students 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	74.88
Students 12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62.4
Students 13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Students 14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
Students 15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Students 16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	49.92
Students 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	79.04
Students 18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
Students 19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	66.56
Students 20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Students 21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	49.92
Students 22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	83.2
Students 23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Students 24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	54.08
Students 25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
Students 26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
Students 27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	74.88
Students 28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	62.4
Students 29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Students 30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	70.72
Students 31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
Students 32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	58.24
Students 33	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	54.08
Students 34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	74.88
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	66.56
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	54.08
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17

mean 65.07

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APPENDIX 5

Syllabus

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SILABUS

Mata Pelajaran BAHASA INGGRIS - WAJIB
Kelas X
Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb. <i>Struktur text</i> 1) Penyebutan nama	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan/ menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan</p>	<p>orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Unsur kebahasaan</p> <p>(1) Kata benda yang terkait dengan</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan 		<ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

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<p>tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p>Topik</p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. 	<p>menulis teks deskriptif</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

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	<p>Indang</p> <p>atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan kepentingan yang wajar UIN Suska Riau.</p> <p>kan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<ul style="list-style-type: none"> Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswadapat menggunakan 'learning journal' 	<p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

CURRICULUM VITAE



Gina Eka Putri is the first daughter of Mr. Efrizon and Mrs. Zuriyanti. She was born in Duri, October 16nd, 1996. She lives at Jl. Pelita IV no. 18 Duri. In 2009, she graduated from SDN 7 Mandau. In 2012, she finished her study at SMPN 1 Mandau and continued to SMAN 4 Mandau. She graduated from SMAN 4 Mandau on 2015.

In 2015, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2018, she did KKN (Kuliah Kerja Nyata) program in Mengkapan, Siak. Then, she did teaching practice (PPL) program at SMK PGRI Pekanbaru on September 2018.

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UIN SUSKA RIAU

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